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Editor: Fillmore H. Sanford

Managing Editor: Lorraine Bouthilet

Advisory Editors: Rensis Likert, Jean W. Macfarlane and Arthur W. Melton

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RECOMMENDED STANDARDS FOR TRAINING COUNSELING PSYCHOLOGISTS AT THE DOCTORATE LEVEL

COMMITTEE ON COUNSELOR TRAINING, DIVISION OF COUNSELING AND GUIDANCE
AMERICAN PSYCHOLOGICAL ASSOCIATION

IN the light of the increasing demand for professional psychological services, there is need for a clear statement of the training that should be given to various types of psychological practitioners. This report will provide an explicit statement of the standards for training counseling psychologists.

Because of the growing concern with the problem of the mental health of our nation, and with the effective use of the nation's human resources, counseling psychologists have been spurred to re-examine their functions as they relate to society. This means a concern for the training programs which contribute to the fullest development of these functions. Following two previous conferences (2, 3), the Counselor Training Committee of the Division of Counseling and Guidance, through the effective work of a subcommittee in PhD training, and with the concurrence of the Division's 1950-51 Executive Committee, presented a formal statement on doctoral level training to an invited group of the Division's membership in Chicago, August 29-30, 1951. The accompanying proposal of training standards is the outgrowth of the work of this conference and of the Division's Committee. It has been reviewed and approved by the 1951-52 Executive Committee of the Division and, by action of the membership at the 1951 annual business meeting, thus becomes an official statement of the Division.¹

This statement should be of interest not only to counseling psychologists but to psychologists generally since it clarifies training standards in one field of psychology. It should serve as an aid to university departments engaged in training counseling psychologists. This report should enable foundations, governmental agencies, and other relevant social institutions which support training for this type

of psychological practice to become more discriminating in their support. Society at large should, through this statement, become more aware of the attempts being made to develop needed psychological services at adequate levels of competence.

ROLE AND FUNCTIONS OF COUNSELING PSYCHOLOGISTS

The professional goal of the counseling psychologist is to foster the psychological development of the individual. This includes all people on the adjustment continuum from those who function at tolerable levels of adequacy to those suffering from more severe psychological disturbance. The counseling psychologist will spend the bulk of his time with individuals within the normal range, but his training should qualify him to work in some degree with individuals at any level of psychological adjustment. Counseling stresses the positive and preventative. It focuses upon the stimulation of personal development in order to maximize personal and social effectiveness and to forestall psychologically crippling disabilities. This facilitation of personal growth takes place through utilizing the interrelated techniques of psychological assessment and effective intercommunication between client and counselor. It means also the utilization of the interpersonal relationships involved in group situations as well as in individual counseling.

With the stress on facilitating optimal personal development, it is understandable that educational institutions provide a central setting in which counseling is carried on. Considering the relative plasticity of children and adolescents and the social responsibility of schools and colleges for this age group, it is both historically and socially fitting that educational facilities remain the most important institutional home for psychological counseling functions. Other settings in which counseling psychologists function are business and industry, hospitals,

¹ The memberships of the two-day Conference and of the Executive and Counselor Training Committees of the Division are given at the close of this report.

and community agencies such as churches, youth organizations, marital clinics, parenthood foundations, vocational guidance centers, and rehabilitation agencies. The training program should qualify the counseling psychologist to work effectively in such varied settings.

Closely related to this matter of setting is the fact that doctorally trained counseling psychologists often carry administrative, supervisory, training, research, and public relations responsibilities. Thus, the counseling psychologist must be able to supervise the testing and counseling activities of the less intensively trained staff, to make diagnostic decisions regarding cases requiring collaboration with other specialists, and to interpret counseling functions to higher levels of administration, to other professional workers, and to the public at large. He needs to be skillful in working out effective organizational relationships and a favorable work climate within the total institutional setting. He must provide the leadership that encourages high productivity and morale among staff members. The counseling psychologist must also provide training for others both through supervision and formal teaching. There is a marked current need for counseling psychologists with sufficient breadth and experience to assume training roles in colleges and universities.

The activities of counseling psychologists and the types of clients and problems with which they deal place an emphasis on collaboration with people in many professional settings. These include teachers and educational administrators, physicians and psychiatrists, social case workers, group workers, other psychologists, community officials and administrators of social agencies, executives and other personnel in commerce and industry.

Finally, it must be emphasized that on counseling psychologists falls the chief responsibility for conducting the research upon which depends the possibility of more effective counseling. Any applied field needs roots in the basic scientific discipline which lends substance to its work. It is therefore imperative that psychological counseling remain firmly established within the orbit of basic psychological science and the related disciplines, and that counseling psychologists acquire the research skills which make possible the enlargement of knowledge. We feel strongly that research must continue as a basic job of the counseling psychologist and that he must be trained accordingly.

SELECTION OF STUDENTS

In selection, we can state our goals with clarity and, at the same time, recognize the crudity of the selection methods now at our disposal. Our goal is the selection of students who are intellectually able, professionally motivated, emotionally and socially mature, and curious about the unknowns in the field of psychology. Limited training time and resources, as well as the welfare of prospective students, make it highly desirable to utilize effective selection procedures.

We are aware that despite the importance of intellectual ability, professional motivation, maturity, and interest in extending psychological knowledge, the characteristics are insufficient predictors of performance in counseling psychology. They do not completely describe the dimensions of effective counseling psychologists and do not differentiate between counseling psychologists and other specialists within psychology. In the light of the importance to the prospective student, to the training institution, and to society of adequate selection procedures, it is important that research be done on the distinguishing attributes of those persons who complete their training programs and work effectively as counseling psychologists. This is necessary not only to enable universities to admit appropriate students but also to permit the student to evaluate himself against the demands of the profession and to choose his career with a greater degree of knowledge and security.

The selection methods to which we can give the greatest weight involve the use of such familiar approaches as the academic records of the applicant, tests of intellectual status and attainment, personality tests, interviews, and evaluation of work experience. In this last connection attention should be given to evidence of successful work with people in job situations as well as in volunteer capacities. Without more research evidence concerning what is meant by both "effective" and "counseling," in trying to select those who will become effective counselors, we must admit extensive margins of error with these or any other methods.

Selection is in many ways a continuous process. The student meets critical evaluation points not only at the time of his entrance into the department but also at the point of course and matriculation examinations, practicum evaluation, and indeed in his daily work. This calls for a system of selection

and evaluation which will periodically require the assessment of a student's status so that progressive advancement or elimination can take place without waste of time and resources. Because self-understanding is requisite to intelligent motivation and performance, selection should be a reciprocal process between student and staff. The student as well as the institution has a voice in the selection process. It is clear that this process has definite counseling implications.

The prospective counselor's undergraduate program should represent a balance among the physical, biological, and social sciences, mathematics, and the humanities. Too often prospective counselors are permitted to elect specialized technique courses in the undergraduate phases of their training. The student should have an adequate background in the field of psychology, but these introductory courses should be of a broad nature. They should introduce him to the theoretical and factual foundation of psychological thought, and they should give him an overview of, but not training in, psychological practice.

GRADUATE TRAINING

The counseling psychologist should be given opportunity to acquire a core of basic concepts, tools, and techniques which should be common to all psychologists. The title of the sponsoring department is not as vital as the training and experience of the faculty members who offer the training. Too often faculties sponsoring counselor training programs consist of persons whose own training is not primarily psychological and whose experience in counseling is limited. Such a staff cannot provide adequate facilities for training counselors at the doctoral level. Training in counseling psychology will be greatly facilitated by interdepartmental cooperation and collaboration and by giving primary attention to the content and quality of instruction without regard for departmental labels.

Breadth of Training vs. Specialization

The counseling psychologist assists clients who have many types of problems, for example, emotional, vocational, marital, language, and study methods. Counseling agencies differ in the manner in which they handle this wide range of problems: some have general counselors who handle all types

of problems, others refer clients to counselors specializing in particular areas. The counseling psychologist should have had some experience in all of these areas, in order to handle such problems or in order to work effectively with other counselors. It is recognized, on the other hand, that individuals in training and even training institutions may wish to give particular emphasis to certain of these problem areas in their training programs. The opportunity for training institutions to try out new areas and emphases is one important means of furthering the most effective evolution of the counseling process. While the training program should insure a broad knowledge of both psychology generally and of the various counseling specialties, it should not be too rigidly prescribed. Opportunity needs to be given for individual specialization and institutional experimentation.

An effective doctoral training program can be postulated only if one assumes that training is a process continuing throughout the counselor's professional career, and that the predoctoral program provides a base for the more specialized training that must follow. A counselor begins training in specialized areas of counseling, in line with his interests and aptitudes, during his graduate study, but in the main his graduate work in counseling is of a general rather than a specialized nature. At the completion of the doctorate a counselor's training is far from complete and thus the expansion of postdoctoral training becomes increasingly important.

This inevitable incompleteness of the doctoral training program has other implications. One is that the training program which attempts to turn out individuals capable of being all things to all people is doomed to failure. The emphasis on breadth, while important, must be kept within limits consonant with the student's ability to gain competence in various areas of counseling practice. Beyond this it seems likely that the persons most likely to function usefully will be those who best know their professional and personal strengths and weaknesses. It will be these who are motivated to capitalize on further training opportunities. Each department should therefore give explicit attention to the student's personal development throughout his training period. This should not only help him to live with himself in full knowledge of his limitations and with a genuine and reasonable desire to

overcome them, but it should also facilitate optimal learning during the doctoral training period.

The doctoral program itself should include, in addition to the common core mentioned in the first sentence of this section, the areas described below. Instructions in each of these areas may be given in courses, seminars, and practice.

1. *Personality organization and development.* This is an area of central importance to the counseling psychologist. Included in this area would be opportunities for review of academic theories of personality as well as those implicit in current concepts and practices of counseling and psychotherapy. It should also include opportunities for analysis of developmental patterns of behavior from a longitudinal as well as a cross-sectional point of view. Emphasis should be placed on the variability of developmental patterns rather than on the frequency of discrete items of behavior. This area should also include analysis of the psychological characteristics of deviant individuals including abnormal personalities, intellectual deviates, and social deviates. Special attention should also be given to the social and cultural determinants of personality as well as to social learning and communication as factors in the development of personality.

2. *Knowledge of social environment.* In addition to knowing how individuals learn to interact within social groups it is assumed that the counseling psychologist must have a knowledge of a great many aspects of our social structure. He should be familiar with the broad problems of social structure and organization, with cultural conditions, and with the heterogeneity of subgroup patterns within our culture. On a more specific level he should be acquainted with community resources for meeting educational, employment, health, social, and marital needs, and with socioeconomic and occupational trends.

3. *Appraisal of the individual.* The student should acquire extensive knowledge of and skill in using various types of psychological tests. This includes basic training in test theory, in the use and interpretation of both objective and projective techniques, and in the use of such informal methods of group and individual appraisal as interviews, autobiographies, questionnaires, and rating scales. The counseling psychologist's diagnostic competence should be sufficient to enable him to make diagnoses

in his own field and to recognize the need for diagnostic referrals to other specialists.

4. *Counseling.* The program should involve a comprehensive review of the major theories of counseling and psychotherapy. The student should gain extensive familiarity with basic ideas and techniques involved in individual counseling and therapeutic work. He should also be introduced to such procedures as bibliotherapy, group therapy, group discussion techniques with a variety of kinds of groups, and utilization of student activity programs and mental hygiene lectures. An awareness should be developed of the advantages and limitations of these various individual and group methods.

One way by which the student may gain an enlarged basis for understanding the counseling process is by having been on the receiving end of a counseling experience. Despite this value for training, such an experience has greatest value when it comes about as a result of the student's own motivation. This report does not therefore suggest that a didactic counseling experience be required. Many students may themselves need counseling, however, in order to achieve or maintain adequate personal maturity. It is the responsibility of the training department to do everything feasible to understand and meet such a need.

5. *Professional orientation.* An important aspect of the training of the counseling psychologist is the development of sensitivity to the counselor's responsibilities in social and interprofessional relationships. In addition, there are the many ethical considerations involved in practice, as well as the problems posed by the necessity for maintaining a balance between loyalties to clients, to the institution, and to society. Still another desideratum is the development of awareness of the various administrative patterns characteristic of the several types of social agencies within which the counseling process takes place. For example, a counseling psychologist working on a college campus needs to understand the administrative structure of higher education.

How this goal is to be implemented is deliberately left an open question in this report. Training agencies will and should differ in the ways which they will find most appropriate to meet this vital part of counselor preparation. Some will prefer to cultivate the relevant attitudes and knowledges

through courses offered late in the doctoral sequence. Others will choose to do the job through seminars and informal discussions during the internship period. Still others may find it most feasible to handle professional orientation through the supervisory or student-adviser relationships. It is important for all training experiences to be permeated with proper regard for problems of a professional nature. But this casual and indirect approach to the required knowledges and attitudes does not seem sufficient. Specific attention must be given to the adequate orientation of the student to the profession of psychological counseling in its various contexts.

6. *Practicum.* The objective of the practicum is to provide the counseling psychologist with a sense of the realities of the counselor-client relationship and of various staff relationships. It provides him with opportunities to apply his academic knowledge to practical problems of personal adjustment and to integrate the various skills required for understanding and helping a person. Competence in counseling is its goal.

The type and amount of practicum experience needed by a given student depend on the types and amounts of experience which the student has already had. In most cases, the counseling psychologist will need to develop practical competence by means of a planned sequence of supervised laboratory courses, field work, and an internship. In cases where the department and the student decide that certain competencies have already been acquired by the student, the practicum phase of training can be shortened accordingly.

The proposed sequence of practicum work consists of prepracticum or laboratory work related to academic courses, followed by field work for one or two days per week for a semester or a year, followed (in the third or fourth year) by a half-time internship for two years or a full-time internship for one academic year. Patterns of practice will vary according to the student's attained competence, his objectives, and the available resources. Most of the didactic background specific to that part of the counseling process should be acquired before entering a given stage of the practicum. It is important that adequate supervision be provided by both the university and the practicum agency so that the experience may be truly progressive and instructional.

The nature of this supervision, provided either by the university or the practicum agency, is a critical

factor in the training program. In addition to safeguarding the interests of clients, adequate supervision is necessary to provide a truly progressive instructional experience. A sensitive, permissive supervisor, who is himself a mature counselor, can be one of the most important influences on the student's ability to understand and evaluate his motivation to counsel and to adjust his motivation to the best interests of his clients. There is great need, however, for research on the supervisory process itself. We know too little about how to provide supervision so that the student gains measurably both in counseling skills and in the supervisory techniques which he will use later in his own career.

The counseling psychologist should be exposed to as wide a range of counseling situations as possible, but the major emphasis should be upon work with normal individuals and upon the attainment of competence in basic skills. The practicum should provide some experience with the emotionally maladjusted and with physically and socially handicapped clients. This latter experience should be in collaboration with other specialists such as physicians, psychiatrists, social case workers, and teachers.

Elaboration of these points will be found in the separate report of the Subcommittee on Practicum Training (6).

7. *Research.* Training for research should include provision for actual research experiences. Most training institutions have arranged for students to carry out minor research studies in addition to the major research project represented by the doctoral thesis. Although training in research is considered essential for all counseling psychologists, allowance must be made for the range of research abilities that will be found among students, no matter how carefully selected. It can be expected that counseling psychologists will range from those who will make minimal research contributions to those whose major professional contribution will fall in this sphere.

At a minimum, such training should aim to develop the ability to review and to make use of the results of research. Psychological counseling is and should be founded upon basic psychological science and related disciplines. The counseling psychologist can make unique contributions to psychological knowledge because his counseling experience provides an especially fruitful opportunity to formulate

hypotheses. It is therefore essential to maximize his research training. How to achieve a balance between practice and research during the training period is an unsolved problem. A flexible program of training in research which takes into account the range of research potentialities of its students will go a long way, however, toward solving this problem.

TENTATIVE TIME ALLOTMENTS TO AREAS OF TRAINING

The recommendations which follow are intended to provide a basis for the more uniform interpretation of the foregoing proposals. They are meant as guides for individual variations in programs, not as rigid specifications. The suggested ranges of time allotments provide for the proposed four-year program including one year of internship. Percentages represent proportions of a year of full-time study. It should be noted that these are not estimates of credit hours, but rather relative weights recommended for the various areas of training.

Proportions of One Year's Study in the Various Areas of Training (Total of 4 years = 400)

Core	65-70	Diversification	30-50
Personality	20-30	Professional orientation	10-20
Social environment	15-20	Practica: Field work and internship	120-135
Appraisal	35-45	Research	45-50
Counseling	20-30		

Although only 70 per cent of a year's work has been allotted to training in basic psychological science, the actual allotment exceeds the equivalent of one year because the personality and appraisal areas ordinarily include basic courses such as personality theory, theory of measurement, and social psychology.

The relatively small allotment of time to the counseling area concerns only didactic work. It should be kept in mind that much of the practicum will be devoted to counseling experiences.

The recommendation for professional orientation deserves special mention. This aspect of training should permeate the entire program—course offerings, practicum experiences, and the relationship between the student and staff, in addition to what amounts to a relatively small amount of specific course and seminar offerings.

The area of diversification represents a pool of time which may be used to broaden the training

experience. This may be done by enlarging the emphasis given to any of the described areas, by including outside didactic or practicum experiences, or by preparing for related teaching or administrative responsibilities. This permits institutions to modify emphases in their programs in the light of their particular conceptions and to meet individual student needs.

FURTHER STEPS

Following a quarter of a century of training counseling psychologists, this report represents an initial step in formulating standards in the light of new and greatly increased demands for psychological services. Obligations to society and responsibility to the profession require the extension of the work begun here. One primary need in this connection is for training institutions to experiment with their programs. This should be done with an eye toward developing an explicit empirical base for the revision of standards and for the progressive improvement of the training experiences. Further study should also be made of such matters as post-doctoral training and relationships to other specialties (1).

In this latter connection the training program for counseling psychologists overlaps with training for other psychological fields. The delineation of similarities and differences in either practice or training is not, however, an appropriate problem for unilateral action by representatives of one area. This collaborative effort lies in the future.

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Report prepared by:

EDWARD S. BORDIN, Chairman, Subcommittee on
PhD Training Programs

RALPH F. BERDIE

EARL F. CARNES

EDWARD J. SHOEN, JR.

JULIUS SEEMAN

FRANCIS P. ROBINSON, Chairman, Committee on
Counselor Training

C. GILBERT WRENN, President, Division of Counsel-
ing and Guidance, 1950-51

DONALD E. SUPER, President, Division of Counsel-
ing and Guidance, 1951-52

and the following Members of the Conference on the
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NORMAN FEINGOLD

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HERMAN J. PETERS

EDWARD C. ROEBER

JOSEPH SAMLER

WINIFRED S. SCOTT

MARIE SKODAK

A. C. VAN DUSEN

PHILIP ZLATCHIN

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THE PRACTICUM TRAINING OF COUNSELING PSYCHOLOGISTS¹

COMMITTEE ON COUNSELOR TRAINING, DIVISION OF COUNSELING AND GUIDANCE
AMERICAN PSYCHOLOGICAL ASSOCIATION

NEEDS FOR AND OBJECTIVES OF PRACTICUM TRAINING IN COUNSELING²

Need for Practicum Training in Counseling

The practicum is in some respects the most important phase of the whole process of training in counseling. Without this, the student may be unable to apply his academic knowledge or to integrate required skills to understand and help his clients. The discipline of the supervised practicum in counseling safeguards the public by preparing the neophyte for professional practice. Agencies employing counseling psychologists therefore have an obligation to society and to the profession to participate actively in practicum training programs. Such an obligation should sit lightly, however, since such participation is probably the best way to insure a supply of adequately trained personnel.

The meaning of the practicum experience for the student counselor may vary according to his interpretation of his own needs. Students will commonly find in the practicum an opportunity to synthesize the more or less fragmented phases of their previous academic work and to bring these learnings to a focus upon the actual problems of individual clients. Thus, potential professional knowledge and skill will be centered, not on purely academic ends, but upon the adjustment, orientation, and development of the client himself.

Objectives of the Practicum Training

The essence of the practicum must be the acquisition by the trainee of a sense of the realities of the counselor-client relationship. The trainee's attitude toward this relationship will be of the utmost importance. Thus a highly significant aim of prac-

ticum training will be to bring the trainee into that psychological state where he clearly perceives for himself that his client's personal adjustment and development is his first consideration and loyalty. Of foremost significance also will be mastery of counseling technique by the student-counselor. The preparation of guidance workers has often been too academic in nature. There is no economical way to acquire professional competence except through well-organized and supervised practice. The *practicum program* therefore emerges as one of the keystones of any program for the education of counseling psychologists.

Among other desirable outcomes of the practicum will be the seasoning of the student-counselor in the realities of everyday institutional experience; an acquaintance with working conditions and organizational processes; and an introduction to the problems of maintaining a regular counseling schedule, of building a favorable personal and professional relationship with associates and administrative heads, and of retaining personal mental health under the impact of sustained counseling responsibility.

It is well to recognize that the inevitable restrictions of time and facility impose on most institutions definite limits as to what can actually be accomplished during the practicum period. This means that the practicum training proposed in the literature and announced by training institutions should be realistically in accord with what can be provided. For the rest, responsibility must fall upon the professional personnel supervising the postpracticum experience of the counselor in the early period of his professional practice.

Ethical Considerations

Too frequently, inadequately planned and supervised practice degenerate into clerkships, record-keeping, busywork, or other forms of lower-grade experience inadequate to the essential professional development of the student-counselor. Such experiences may sometimes be rationalized as provid-

¹ One of a series of reports by the Committee on Counselor Training of the Division of Counseling and Guidance of the American Psychological Association.

² In preparing this statement, use was made of that prepared by the APA Committee on Training in Clinical Psychology for that field (*Amer. Psychologist*, 1950, 5, 594-609).

ing necessary seasoning under realistic job conditions, but these should never be recognized as valid forms of practicum training. Responsibility for the activities of the trainee must necessarily be held jointly by the training institution and by the field agency providing the training opportunity. This is true because only the field agency can be on hand for a substantial portion of the time. Nevertheless, the training institution cannot completely relinquish responsibility for its student, but must share the burden with the operating agency at least to the extent of cooperatively planning and evaluating the student's practicum experience. This creates the necessity for a clear initial understanding between institution and agency as to the type of worker required, personal and professional qualifications needed, types of activity to be conducted, extent and methods of supervision to be exercised by both, and other stipulations.

The paramount allegiance of the counselor being to his client, problems sometimes arise among student-counselors as to how they are to act when institutional considerations or administrative restrictions seem to be in conflict with the welfare of the client. Also, the student-counselor may observe practices which he has been taught to regard as wrong or obsolete, and he is in a quandary as to what to do about them. The mature practicing counselor may also encounter such problems, but he has the option of attempting to modify what he regards as faulty practices or of resigning his job. The student-counselor, however, is not yet in a position to pass mature judgment on the professional actions of others or on the policies of institutions, nor is he in a position to withdraw from an uncomfortable situation. Such situations, however, constitute one of the realities of professional living, and it is the responsibility of the training staff of both the university and the practicum agency to provide opportunities for trainees to discuss problems of this sort and to enlarge their understanding of them.

Likewise, the student-counselor may be helped to realize, through adequate handling of situations of this sort, that practice rarely attains the level of theory. He learns that practical situations always impose limitations and that, at the best, a balance is attained in which negative factors are outweighed by the positive.

LEVELS OF PREPRACTICUM AND PRACTICUM TRAINING

Background preparation such as that recommended in the report, "Standards for Training Counseling Psychologists,"³ should provide a basic psychological understanding of (a) prospective clients, especially in terms of their social and cultural relationships, (b) the tools and skills of counseling, and (c) community agencies and their evolving function in the broader social context.

The training center should provide:

a. *Laboratory experiences*, to help the student-counselor master basic tools and basic skills. These normally are provided in the first and second years of study, as a part of academic courses, for which the student pays tuition and laboratory fees.

b. *Field-work experiences*, to help the student-counselor relate his tools and skills to one another, use his tools and skills to understand and meet the needs of clients in the functional setting of an agency, and to learn to see clients as persons. These are usually provided in the second semester of the first year and during the second year of training, the agency providing the experiences as a service to the profession and the student undergoing them as part of his training, without pay.

c. *Internship in an agency* is the terminal phase of his practicum training, in which the student-counselor integrates his skills with a crystallizing philosophy of service to clients, to the agency, and to the community served by the agency (usually in the third or fourth year of study), for pay appropriate to a learner.

The progressive development of the student-counselor from content mastery through the prepracticum and various practicum levels of training can be seen more clearly if briefly outlined in terms of several criteria.

Time in Practica

Time spent in practica will vary with the level. The *prepracticum* or laboratory experience may be viewed as course-related activity which continues for one or two semesters, depending upon the length of the course. It normally requires from three or four hours per week in the prepracticum, course-

³ Committee on Counselor Training, Division of Counseling and Guidance, American Psychological Association. Recommended standards for the training of counseling psychologists at the doctorate level. *Amer. Psychologist*, 1952, 7, 175-181.

related, mastery of skills (learning to administer and score group and individual tests, conducting simple registration or information-getting interviews, etc.). The *field-work* experience usually continues for a semester or a year, depending upon the experience of the student and the number of hours devoted by the student each week; the period should involve a minimum of 100 to 200 hours. Part of the field work may be done in the second semester of the MA program, part subsequently to that. Field work usually requires from one to two days each week. The *internship* calls for half time (20 hours per week) for two years or full time (35 to 45 hours per week) for one academic year devoted to agency activity and related community service.

Levels of Skill

In the *laboratory* or prepracticum level the student-counselor is learning the fundamental tools and skills (testing, interviewing, recording) and may employ the laboratory experience to improve his techniques, learn the limitations of each of his instruments, and to develop beginning understanding of how to assess and influence client behavior, although it is not likely at this stage that he will work with actual clients.

The *field-work* experience affords the student-counselor an opportunity to work more intensively with his tools and skills within an actual agency setting, in carefully graded ways and under close supervision, with selected clients. At first his activity will be limited to assisting, observing, and applying his skills to parts of the total problem presented by a client. As his technical skills develop and his understanding of the agency's function deepens, he may be permitted to carry increasingly greater responsibilities for working with clients. By the close of his field-work experience the student should have mastered basic techniques and be ready to serve actual agency clients reporting relatively simple kinds of problems.

The *internship* takes for granted mastery of the basic skills of counseling psychology and provides the student-counselor with opportunity to carry a variety of cases under supervision, the closeness of the supervision varying with the intern's competence and with the type of case.

PREREQUISITE EDUCATION

Since the practicum experience is seen as a continuing program, education prerequisite to it is seen

not as just the academic background preceding the initial field work, but as the development of a series of skills, understandings, and knowledges coordinated with and directed toward increased responsibilities and ever widening experience with actual clients.

1. Education prerequisite to initial field work.

a. The basic core recommended by the APA (*Amer. Psychologist*, 1947, 2, 539-558) as background for graduate study in clinical psychology is in general considered desirable background for counseling psychologists. It has been discussed with particular reference to this field in a companion report.⁴

b. Additional classroom instruction essential to understanding counseling tools, processes, and functions, and to understanding the counselee as a person, is reserved for graduate study. As specified in the statement on doctoral programs the following *areas* (not necessarily specific courses) are important to the field work experience:

Personality organization and development.

Knowledge of social environment: cultural and social factors affecting behavior, sources of information, educational resources, financial aid, health services, employment services.

Appraisal of the individual: principles and techniques of measurement; evaluation of normative data; test analysis and review.

Attendance at case seminars, toward helping the student see aspects of his currently acquired information in the setting of full case material.

Laboratory work in test administration, scoring and reporting of results, and interviewing.

c. The experience of being a counselee is desirable for the student if it can be a bona fide one.

2. Education prerequisite to an interview relationship with a client. The difference between this and the next section is in terms of the degree of responsibility to the client which is assumed by the student. Use of actual case material, preferably from students' field work, helps to keep the client and his problems from being lost to view in the focus of attention on techniques. Directly related to field work is didactic instruction in the following areas:

Counseling theory: philosophy and principles of counseling.

Appraisal of the individual: techniques for studying the individual (including interview, questionnaires, observation,

⁴ See footnote 3.

and tests and inventories); observation and discussion of interviews; synthesis of data from various sources.

Professional orientation: interprofessional relations, ethical practices, loyalties, professional and agency organization.

3. Education prerequisite to carrying, under supervision, major responsibility for a client. Much of the preparation for increased responsibility will be achieved through field work, continuous seminars, case conferences, critical analysis of case records and of recorded or observed interviews, and following the progress of clients with whom the student has had contact during his field work. In addition, material in the following area is important to the student-counselor's effectiveness: Counseling theory: procedures and techniques (including initiation, maintenance, and termination of the counseling relationship, referral, follow-up, and evaluation).

THE NATURE OF THE PRACTICUM EXPERIENCE

The nature of the practicum experience necessarily varies with the amount of training possessed by the student, the functions of the organization in which he works, and the amount of time given by the student to practicum activities. The field worker normally brings less training and devotes less time to his practicum work than does the intern.

Variety of counseling problems. Each community guidance center, school or college counseling service, rehabilitation service, or other agency in which practicum experience may be obtained, necessarily works with a limited variety of clients. They may be adolescents in school or college, young adults about to enter or who have recently entered the world of work, tubercular patients of all ages, older adults, or some other rather specialized groups. The problem raised by these clients may center largely on education, vocational choice or entry, progress in a field of work, value conflicts, family relations, use of leisure time, some phase of personal-social adjustment, or some other area.

It is desirable for the counseling psychologist to have a combination of breadth and depth in his practicum training within the limitations imposed by the availability and nature of suitable practicum training facilities. He should see a variety of students and clients, and should have a first-hand familiarity with problems of educational choice and adjustment, vocational choice and planning, and personal-social adjustment and development. He should develop competence in diagnosis, counseling,

referral, use of resources, and interprofessional relations, and in dealing with problems of ethics. At the same time, the student-counselor should work intensively enough in one or more areas to be able to carry on work of that type with little or no supervision.

Breadth of practicum experience can probably best be attained by a combination of field work placements which enables the student to (a) observe, interview, and test a variety of cases handled by more experienced counselors and (b) participate in case conferences in which varied problems are considered and different procedures and resources are reported and discussed.

Depth can best be gotten by working intensively as an intern with a limited variety of problems in order to develop a deeper understanding of, and more skill in diagnosing and counseling, problems of that type.

Types of institutional settings. What has been said about the variety of counseling material encountered in practicum training has implications for the types of institutional settings in which practice may be provided. No one setting is likely to provide a great variety of experience, but it can provide some variety and considerable depth.

For example, a college student counseling service can normally provide intensive experience with problems of curricular and vocational choice, aspiration and achievement levels, vocational planning, adjustment to family and group living, and value conflicts; it may provide experience in diagnosing and counseling cases of personal adjustment problems of a more deep-seated type, in psychotherapy with the mild neuroses, in working with handicapped persons, in helping with problems of marital adjustment, and in referral for specialized services. While it is not likely to provide the intensive experience in helping persons who are floundering vocationally during their first years of work that another type of community guidance center might, nor the experience in the coordination of community resources for the training and placement of various kinds of handicapped persons that a social agency can, nor much experience in the diagnosis of the psychoses, it can do something in those directions.

A student-counselor's internship is usually best served in an institutional setting comparable to that in which he plans to work, so that he may acquire special familiarity with the peculiar problems of

that type of setting. Thus, if he is likely to work in a college, an internship in a student counseling center would normally be most appropriate. For students with other objectives, internships in public schools, community guidance centers, rehabilitation services, child welfare agencies, family service agencies, or industrial consulting organizations may be more appropriate. While attaining competence in a specialty is desirable, the university, the practicum agency, and the student should never lose sight of the need for versatility. The Committee feels strongly that counseling psychologists, especially those trained to the doctorate, should have command of a wide variety of skills and knowledges, permitting them to adapt to a number of different professional situations.

Knowledge, approaches, appreciations, and skills learned. Field-work students generally need opportunities to use skills and apply knowledge learned on the campus to real clients in life situations, so that they may be able to perform specific services under supervision. What is normally needed at the point of entering *internship* is (a) skill in establishing effective professional relationships, (b) diagnostic, prognostic, and treatment skills (i.e., skill in reaching an understanding of causative factors as contrasted with mere skill in testing or interviewing), (c) self-understanding and self-discipline, (d) understanding of and ability to fit into an actual institutional or agency setting, to work effectively with a variety of professional colleagues, and to deal appropriately with ethical problems, and (e) understanding of the community and societal functions of guidance and of the institution or agencies in which guidance is provided. The internship experience is uniquely suited for the development of these understandings and skills, and should be so planned as to contribute to their development to the highest possible degree. By the time he finishes the internship, the intern should be functioning as a regular junior member of the agency staff.

Methods, types, and quality of supervision. As the practicum student's role in the practicum agency is comparable to that of a closely supervised regular employee of that agency, the supervisory function is primarily that of the practicum agency. While the university in which the field worker or intern is a student may provide some supervision, the training center's contribution is most effectively made via the agency staff member who is responsible for on-

the-job supervision, and in periodic contacts such as those provided by joint seminars and consultations.

The supervision provided by the practicum agency consists of (a) planning the student's practicum work in consultation with the university, in terms of his readiness to assume various types of responsibility or to function in various capacities, and in terms of his needs, (b) keeping the student occupied with a meaningful succession of practicum work, (c) observing and evaluating his functioning, and (d) sharing these evaluations with the student so that he may learn from his experiences and with the university so that it too may maximally contribute to the student's growth.

A competent practicum supervisor is a counseling psychologist who has had substantial graduate training in psychology, followed by a number of years of successful counseling experience. Possession of the Diploma in Counseling and Guidance awarded by the American Board of Examiners in Professional Psychology is a desirable type of evidence of competence, but training and experience alone are not enough; the supervisor should be interested in providing practical training for others, effective in sharing his insights with professional students, and free to devote time and thought to providing and evaluating these experiences. In other words, he must also be a teacher and frequently a counselor to the counselor-in-training.

The lack of a tradition of paid internships and of field agency supervision of practicum work (such as exists in the field of social work) may well make difficult the early achievement of standards such as these. During the transition stage it may sometimes be desirable for the universities to play a more active part in the immediate supervision of practicum students. Joint appointments and shared or dual supervision, especially at the field-work level, may be temporary solutions.

Allocation of time in the practicum. The student's time in practicum training should be so planned as to give him the types of experience he most needs, in amounts sufficient to enable him to learn from the experience.

It is probably easier to put a *field worker* in the testing department of a guidance center and have him administer and score tests for the duration of his field work (with the possible justification that even in that time he will not acquire complete competence in testing) than it is to rotate him through other departments and give him a little experience

in their work. But the field worker's concurrent and subsequent studies are made far more meaningful for him if his practicum experience is broad enough to give him some understanding of the various aspects of his field as seen in practical situations.

The *intern* may spend the bulk of his time in counseling, and that with special types of cases, in order that he may develop the basic skills and understandings of work with individuals. But counseling also includes report writing, case conferences, and consultations. The flow of his work should be so planned that he may spend some time with cases of types other than those in which he has specialized, and some time in reading the cases of other counselors, observing the work of other staff members and other agencies, conducting research, and reading on special problems.

Duration of practicum training. As the *field worker* is primarily a student, giving most of his time to academic work on the university campus and spending one or at most two days each week in the field, it is necessary that the field work experience extend over a sufficiently long period of time for the student to acquire a modicum of proficiency in the use of some techniques and to develop some understanding of the problems encountered by the agency and its clients. Field work should therefore probably be planned on a semester (or quarter) basis, and might well continue for a whole year, the second semester being planned to provide experience of a different type or in a different setting. An alternate plan is for the field worker to spend a month or more between terms in an agency on a full-time basis, thus becoming a more integral part of the institution although not remaining there long enough for it to serve the purposes of an internship.

While *interns* spend all or possibly half of their time in the practicum agency, and are primarily related to that agency rather than to the university in that phase of their training, the principal reason for making the internship virtually a full-time activity is to provide intensity or depth of experience for the intern. Whereas field work may be of only a semester's duration, the internship should normally be planned for at least one academic year. This is necessary if the intern is to have the experience of carrying a regular work load toward the end of his practicum, if he is to work intensively with a large enough variety of clients, and if he is to have

an opportunity to function for a time virtually as a regular staff member in an operating situation.

Evaluation of field workers and interns. Practicum supervisors have unique opportunities to observe and evaluate the student at work with clients and with professional colleagues; they have also unique opportunities for guiding the student in the light of these observations. The student's principal supervisor in the practicum agency should synthesize the observations of all supervisors having contact with him, communicate these evaluations to the student in a way which will contribute to his professional growth or to his leaving the field of guidance in a constructive way, and share them with the training center so that it too may use the information in counseling and evaluating the student. Such evaluations should be made at least at the end of each field-work experience and at least twice each semester during the internship.

Through a systematic and continuing evaluation of student-counselors, combined with cooperative research programs, it should become possible to:

- a. modify and improve criteria for selection of subsequent candidates for the internship,
- b. develop more effective means of improving learning in the field,
- c. improve academic course offerings and prepracticum experiences as needs become apparent, and
- d. help field agencies improve their practice.

ESTABLISHING AND OPERATING A PRACTICUM TRAINING PROGRAM

Agreement between practicum agency and university. It is important that parties representing both the agency and the university meet informally and discuss the various phases of the practicum training program (purpose of the program, obligations to be assumed by each party, length and level of the program, stipend, hours, methods and type of supervision, etc.). After an agreement has been reached, a written statement should be drawn up for use by both parties. This statement will be helpful in the indoctrination of students assigned by the university to the agency. A complete understanding on the part of the student of the relationship between the agency and the university will help to avoid misunderstandings that might otherwise arise. Furthermore, for each practicum student the university and the practicum agency must

work out an appropriate planned sequence of experiences.

Administrative records. An adequate log of his training experience should be kept by the student so that the quality and extent of his agency work can be evaluated in terms of the general plan and the student's individual plan. Such a log should include the number of clients seen, type of clients (problems presented and treatment called for) and type of techniques (tests, interviews, etc.) used. The student's own evaluation of his experience should also be recorded. The keeping of these records is not to be confused, of course, with the keeping of case records.

The agency should keep such records as may be needed in preparing for the university a detailed evaluation of the work done by the student.

Selection of field workers and interns. The final decision as to whether or not a student will be accepted must, of course, be left to the agency. The university, however, has a responsibility for the initial selection, and it can help in the final selection of students by working with the agency in setting up standards and by studying the effectiveness of the selection procedure used by the agency.

An effective system of communication between the agency and the university must be set up. One way in which this can sometimes be accomplished is to have reciprocal appointments. Other techniques, including preplacement conferences of supervisors to plan field experiences, attendance at staff conferences and seminars, and research by doctoral candidates in the field agencies, need exploration and development.

Subcommittee on Practicum Training

DONALD E. SUPER, Chairman

LOUIS LONG

ROBERT H. MATHEWSON

WINIFRED S. SCOTT

EDWARD J. SHOEN, JR.

PHILIP ZLATCHIN

Committee on Counselor Training

FRANCIS P. ROBINSON, Chairman

Division of Counseling and Guidance, APA

C. GILBERT WRENN, President, 1950-51

DONALD E. SUPER, President, 1951-52

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GRADUATE RESEARCH IN GUIDANCE AND PERSONNEL WORK DURING A TWO-YEAR PERIOD

SETH ARSENIAN AND FREDERICK J. LAIRD

Springfield College

GUIDANCE and personnel work has been one of the very active fields of specialization and research on graduate level since World War II. Froehlich and Spivey of the Office of Education in *Guidance Workers' Preparation*, published in July 1949, list 930 accredited institutions in the United States offering at least one course in guidance, and of those 154 colleges and universities which provide a curriculum in counselor preparation leading to a master's degree or to the doctorate. As a part of the requirement for these degrees, the candidates are expected generally, to submit a dissertation for the doctorate, and, in most institutions, a thesis or project for the master's degree.

The present study was undertaken to find the extent and content of graduate research completed in connection with these degree requirements, and also to see how many of these studies are published and through what channels. The study was limited to a two-year period, namely, from July 1, 1948 to June 30, 1950.

A letter was sent to the directors of graduate studies of 154 institutions which, according to the Froehlich and Spivey survey (2), offered graduate programs in guidance and personnel work leading to the master's degree or to the doctorate. With two follow-ups, the returns reached 87 per cent of the institutions contacted. Of the 154 institutions surveyed, 93 sent the information requested, 41 schools indicated that they had nothing to report, and 20 schools failed to respond or to send any information.

On the basis of information received, there were 1,281 separate pieces of graduate research completed in the two-year period. Of these, 429 or one-third were doctoral dissertations and 852 or two-thirds, masters' theses or projects. It will be of interest to note that only 74 or 6 per cent of these pieces of research were published—2 in print,

71 in microfilm, and 1 in microcard. All but one of the published studies were doctoral dissertations.

The content of the 1,281 research studies was extensive. In order to classify it, use was made of the major areas of counselor training recommended by the NVGA publication called *Counselor Preparation* (1). Three areas, "Supervised Experience in Counseling," "Placement," and "Methods of Research and Evaluation," were eliminated from the list since there were no studies in these areas. In lieu of these, three new classifications were added, namely, "Personnel practices—business and industry," "Personnel practices—civil and institutional," and "Juvenile delinquency," to take care of research studies reported. All studies were thus classified under 12 major headings. When the number of entries warranted it, subclassifications were made under the major headings. The final classification with the frequencies of studies occurring in each category are reproduced in Table 1.

DISCUSSION

It is apparent that a substantial number of research studies in guidance and personnel work are annually completed in various colleges and universities. A good part of the research effort of counseling psychologists and others related to the counselor preparation programs in these institutions is invested in these studies as assistance given to their graduate students. It is difficult to assess the quality of these studies, but it is fair to assume that most, if not all of them, add in one way or another to our knowledge in the field of guidance. Textbook writers or other researchers could use these studies very profitably, if they knew of their existence and availability.

At the present time practically all of the masters' theses and projects remain on the shelves of the mother institution and are lost to the profession. Some but not all of the doctoral dissertations are eventually published in one form or an-

TABLE 1

Theses, projects and dissertations in guidance and personnel work
(Completed during July 1, 1948 to June 30, 1950)

Ordinal Number	Topic	Total	Doctor's	Master's	Published			Unpublished
					Print	Microfilm	Microcard	
1	Philosophy and Principles of Guidance	11	3	8	—	1	—	10
2	Growth and Development of the Individual—general	50	23	27	1	4	—	45
2-A	Attitudes	29	8	21	—	1	—	28
2-B	Personality Adjustment	63	29	34	—	5	—	58
2-C	Social and Cultural Factors Affecting Behavior	54	21	33	—	4	—	50
3	The Study of the Individual—general	21	3	18	—	—	—	21
3-A	Tests and Measurements	135	55	80	—	9	1	125
3-B	Interests and Interest Inventories	48	21	27	—	6	—	42
3-C	Projective Techniques	42	28	14	1	6	—	35
3-D	Sociometric Techniques	14	8	6	—	2	—	12
3-E	Reading and Speech Deficiencies and Remedial Practices	41	11	30	—	1	—	40
3-F	Factors Related to Academic Achievement	103	38	65	—	8	—	95
3-G	Prediction of Academic Success	55	15	40	—	3	—	52
4	Collecting, Evaluating, and Using Occupational, Educational and Related Information	106	39	67	—	4	—	102
5	Administrative and Community Relationships							
5-A	Administrative Problems and Relationships	50	10	40	—	2	—	48
5-B	Organization of Guidance Services in							
5-C	Schools	90	22	68	—	1	—	89
5-D	Colleges	37	12	25	—	—	—	37
5-E	Community and Social Agencies	40	6	34	—	1	—	39
5-F	Community Relationships	8	1	7	—	—	—	8
6	Techniques Used in Counseling	41	18	23	—	3	—	38
7	Duties, Qualifications and Training of Counselors	22	10	12	—	1	—	21
8	Group Methods in Guidance	23	2	21	—	—	—	23
9	Follow-up Techniques and Uses	69	14	55	—	2	—	67
10	Personnel Practices—Business and Industry	82	21	61	—	3	—	79
11	Personnel Practices—Civil and Institutional	17	2	15	—	1	—	16
12	Juvenile Delinquency	30	9	21	—	3	—	27
	Total	1281	429	852	2	71	1	1207

other and assumedly after considerable time-lag. One wonders if there are ways of making more profitable use of the work done, and thereby facilitating and enhancing our advance in research in this field. To that end the following suggestions are made:

1. Division 17 of the APA and the Personnel and Guidance Association in cooperation with the Oc-

cupational Information and Guidance Service of the Office of Education of the Federal Security Agency collect and publish annually a list (preferably annotated) of graduate research in guidance and personnel work. The research studies could be listed under inclusive headings and published on loose-leaf sheets to be distributed to and collected by subscribing libraries, agencies, or individuals.

2. Plans be made by appropriate organizations either to enlarge and make more frequent the publication of existing journals in the field of guidance and personnel work or to start a new publication in which at least the more valuable of current graduate research may be published.

It is also apparent that the coverage of the graduate research reported is very extensive. Question arises if some planfulness or consolidation of these research efforts might be more conducive to a more determined advance in the field of guidance and personnel work. Three suggestions are advanced for consideration.

1. The annual publication of completed research studies as suggested above will perhaps eliminate some unnecessary duplication. It is not here recommended that no studies be duplicated when need is felt for verification, or extension, or modification. The recommendation is rather for an economy of effort. When sufficient answers are available in certain problem areas, we should be able to press in certain new directions where our effort will count.

2. It may perhaps be possible for certain organizations like the Committee on Research of Division 17 or a corresponding body of PGA to review the field and publish periodically—once in two or three years—areas of research where research is needed. Such a statement may help the graduate departments to press along certain lines of research of greater immediacy or importance. Nothing said here is meant to curtail the freedom

for research for the individual faculty member or student. Each researcher is free to follow his own particular interests. Nevertheless, those of us who are in charge of training programs, know from experience that the student-candidates for graduate degrees do a good bit of looking around for topics for research. If they know of areas and problems of study waiting to be investigated, they will find it easier to select topics for research, and the results of such studies, when carefully supervised, will not lose anything of merit.

3. It is also suggested that graduate departments develop 3- or 4- or 5-year plans for research. By selecting a particular area or areas of research, a breakdown can be made whereby a number of single or joint studies can, after a period of time, round out the picture in a particular area, thus constituting a solid advance and consolidation of ground won rather than a series of reconnaissance raids without appreciable victory.

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Manuscript received November 5, 1951

Comment

No Comment Necessary!

Periodically in the *Literary Gazette*, the publication most widely read by writers and the general intelligentsia of the Soviet Union, there appears a photographic reproduction of items from the American press with accompanying Russian translation and the stock title, *Kommentarii Izlishni* (*Comments Unnecessary*). The intent is to give the Soviet reader a chance to see how America damns itself.

In a fairly recent issue of this publication (*Literaturnaiâ Gazeta*, 1951, No. 106, p. 2) an article by Georgii Gulia was published which unwittingly turns tables and allows the American, and in particular the American psychologist, to say likewise, "No comment necessary!" Hence, the title. The translation from the Russian follows.

SCIENTIFIC PROFITEERS IN AMERICAN JOURNALS

Mark Twain in his tale, "My Publishers,"¹ offered a clear and vivid characterization of the habits and morals of American publishers which remains applicable to this day. All these gentlemen were first-rate scoundrels. Since they did not exhibit in the least the appearance of cunning old foxes, it was all the harder to discern them for what they really were. Their manner and countenances, on the contrary, radiated piety. In the very act of preparing to play some author for a fool, they would precede their business with a prayer. The writer, on wising up to them, would then grow concerned only with the deliverance of "his reputation unstained from these filthy dealers."

It has been many decades since the time of this story, but even now the American reactionary press continues to deceive honorable people, to involve them unwittingly in its dirty business, and to profiteer by the use of their names.

As an example of contemporary skulduggery, several so-called scientific journals, such as *Psychological Abstracts*, *Journal of Social Psychology*, and *Journal of Genetic Psychology*, may be cited. In a moment we shall explain in greater detail what the matter's about.

Once upon a time, if you please, the journals named above certainly had the right to be called scientific, if one overlooked the usual shortcomings inherent in bourgeois science and in its press organs. We underscore: *had* the right.

If American journals or foreign journals, in general, should serve the aims of science, peace, and progress, Soviet scientists would eagerly cooperate with them. Soviet scientists have not hesitated to take active part in various inter-

¹ A diligent search of the complete works of Mark Twain failed to turn up this tale. This and the reputed quote at the paragraph's end are evidently fabrications pure and simple. Prof. H. M. Jones, an authority on Mark Twain at Harvard, corroborates the suspicion.

national scientific congresses and conferences or to submit articles on their research to foreign scientific publications.

Until not too long ago a number of Soviet scientists did, in fact, cooperate with several American psychological journals. Thus, Professor V. P. Osipov, a prominent psychologist, a pupil of Bekhterev, and a corresponding member of the USSR Academy of Sciences, was on the editorial board of the journal, *Psychological Abstracts*. Prof. K. N. Kornilov, member of the Academy of Pedagogical Sciences, was on the editorial board of the *Journal of Social Psychology*, and Prof. A. R. Luriâ, member of the Academy of Pedagogical Sciences, on that of the *Journal of Genetic Psychology*.

Such was the situation to the very end of the second world war. But now the war was over. American imperialism had enriched itself beyond bounds on the blood of others. It had appropriated to itself the venal governments of the capitalist countries and now aspires to world domination. The preparation, initiated by American reactionary circles, toward a new war, the armament race, and the growth of rapacious appetites have led to serious changes in the whole life of the American people. Police measures, directed toward the suffocation of every freedom, an unlimited thought control, war hysteria, and the general decline of scientific thought have also had a very strong effect on the content of scientific journals.

It was no accident that with the end of the second world war the tone and trend of the journals *Psychological Abstracts*, *Journal of Social Psychology*, and *Journal of Genetic Psychology* should have changed. The number of antiscientific articles in them mounted sharply. The general character of the journals became insufferable to every serious scientist. As an instance, for what does *Psychological Abstracts* declaim and contend, and what does it print? The journal pretends to detailed information on psychological literature, published all over the world. Behind this pretension and claimed for "scientific objectivity," which are only screens, lies hidden a reactionary, antiscientific, and antipopular [anti-people] propaganda. Various reactionary theorists without any connection with real science sneak onto the pages of this journal. In the narrow confines of a gazette article it is difficult to relate all the pseudoscientific devilry which the journal dishes out to its readers. We shall cite only a few examples.

A great number of the summaries in this journal are devoted to the exposition of psychoanalytic psychology and to propaganda in its behalf. The idea is insinuated that the root, so to say, of all social ills lies in unconscious complexes, in psychic traumata suffered in childhood, and so forth. This so-called science explains, let us say, the merciless exploitation of the workers, the advent of fascist regimes, colonial brigandage, race discrimination, and aggressive wars, as begotten by [guess what!] ² a person's sexual urge.

² The bracketed expressions here and shortly following are an attempt to reproduce the force of the dash employed in the original.

A special section of this journal, pseudoscientifically entitled, "Parapsychology," is set aside for the summarizing of books and articles, devoted to [guess again!] communication with souls of the deceased, mental influence on people at a distance, and like rubbish.

Under the guise of a report on "Scientific Investigations,"³ the journal prints detailed reviews of books of [believe it or not!] spiritualists and astrologists.

The *Journal of Social Psychology* and the *Journal of Genetic Psychology* do not lag behind *Psychological Abstracts*. The latter of the first two, for example, busies itself with demonstrations that "people who belong to the lower classes exhibit a lower intellectual level than people of the middle and higher classes" (article by Phillips in the Sept., 1950 issue of the journal).⁴ And in the article by Butterworth and Thomson (March, 1951 issue of the journal) there is presented a justification of enthusiasm for detective stories, notorious for their cultivation of cruelty and licentiousness, on the alleged basis that these books reflect the marks of "a masculine attitude toward life."⁵

It may be asked: To whom is all this necessary? To science? No! To the scientific lackeys of imperialism? Yes!

The question now very rightfully arises: Can Soviet scientists, who are the servants of progressive science, participate in similar "scientific" journals whose function it is to propagandize obscurantism and every kind of devilry? Of course, they cannot.

That is why, even in 1946, Prof. V. P. Osipov severed every relation with the journal *Psychological Abstracts* and submitted a written request for the removal of his name from the pages of this journal. The directors of the jour-

nal put on a deaf-and-dumb act. No answer to this request ensued, and the name of this prominent Soviet scientist continued to appear on the pages of the journal. In 1947 Prof. Osipov died. The editorial office of the journal was twice notified about this. And what happened? Would you think that they would remove the name of the deceased professor from the pages of their journal? Well, it just didn't happen. The name of Prof. Osipov, it turns out, is too indispensable for the maintenance of the journal's authoritativeness. The journal *Psychological Abstracts* in spite of frequent reminders blithely continues to list the name of Prof. Osipov as a member of its editorial board.⁶

Prof. K. N. Kornilov sent an analogous request that his resignation from the editorial board of the *Journal of Social Psychology* be noted and acted upon. Prof. A. R. Luriâ did likewise as regards the *Journal of Genetic Psychology*. And what happened? [Nothing!] These journals continue to print the names of these Soviet scientists as members of their editorial boards.⁷ Why, it may be asked? Again in order to maintain the authoritativeness of anti-scientific American journals.

Soviet scientists categorically decline to assume any responsibility for the reactionary antiscientific propaganda of journals of the type that *Psychological Abstracts*, *Journal of Social Psychology*, and *Journal of Genetic Psychology* represent. However, the editorial offices of these journals have decided to profiteer by the continued unauthorized use of their names. On the covers of their publications they persist in recording the names of people whom it is profitable for them to cite as being on their editorial boards. Lists of these people are set up with three considerations ostensibly in mind. First, the geographical. It is necessary that the distribution of editors be world-wide, for by this they hope to have demonstrated the "world-wide" character of their publications. Second, the names of the editors have to sound an authoritative ring in the ear, for in this manner one may conceal whatever nonsense the journal may choose to print. Third—and this is the most important—the editors must be representative, as far as possible, of the most varied directions of scientific thought. Then, in reply to any accusation of bias, reactionary character, or obscurantism, these journals

³ This does not correspond to headings employed by *Psychological Abstracts*.

⁴ This is a standard prop of Soviet propaganda and is a faked quotation. The nearest that one may come to the ostensible quote reads as follows: "The results show, among other things, that the lower social class members [in junior high school] score reliably lower on intelligence and personality tests than do middle and upper class members." (Phillips, E. L. Intellectual and personality factors associated with social class attitudes among junior high school children. *J. genet. Psychol.*, 1950, 77, 61-72; p. 71.)

⁵ This again is out and out misrepresentation and fakery. It is lifted almost verbatim from the Soviet's recent campaign against detective stories for which Soviet literature harbors no place. The closest to the reputed paraphrase and quote runs as follows: "The relationship between popularity of [comic] books and their characteristics indicated that, in general, boys tended to select magazines whose contents were such as to appeal to predominantly masculine interests and which were written from a distinctly masculine viewpoint; whose stories featured the elements of adventure, violence, and success for the hero; whose main theme was sports; and whose chief appeal was humor." (Butterworth, R. F., & Thompson, G. G. Factors related to age-grade trends and sex differences in children's preferences for comic books. *J. genet. Psychol.*, 1951, 78, 71-96; p. 95.) Surely, at the very least, the Russians know the difference between a detective story and *komiks*.

⁶ Dr. Louttit writes: "Interestingly enough Doctor Osipov has bothered me for some time. I never received any word about his death, and in fact a couple of years ago I wrote him, but never had any kind of an acknowledgment. However, he is not the only deceased psychologist whose name has been carried. The list of names on the title page has been meaningless for the last five years and this year [1951] we had decided to eliminate them beginning in January [1952]. Now I suppose the Russians will take this as evidence that their article had a specific effect" (personal communication).

⁷ Dr. Murchison remarks à propos this that, since he is "the only editor who dates back to the 20's when these contacts began, [he] could write some quite interesting history" (personal communication). To quote Dr. Louttit again, there certainly has been a "careless use of facts," to put it charitably.

may invoke the name of an editor who is identified with honorable science.

Business men well understand the profit which mere mention of the names of Soviet scientists brings to them.⁸ Therefore, these self-same business men continue their black dealing, in spite of the protests of our professors. Whether they pray in the course of doing this, just as did their predecessors, pictured by Mark Twain—that, when you come right down to it, is neither here nor there.

But the heart of every decent person is filled with contempt, who views this swindle in print by these gangsters of the American press.

IVAN D. LONDON
Harvard University

In this matter, we must decide whether we are replying to the Russians involved, with their audiences, or whether we should speak to our own psychological audience in this country. I choose the latter.

A. R. Luria became a member of the Editorial Board of the *Journal of Genetic Psychology* with the March number, 1928; and a member of the Editorial Board of *Genetic Psychology Monographs* with the April number, 1928. The great I. P. Pavlov became a member of the Editorial Board of the *Journal of Genetic Psychology* with the June number, 1928; and a member of the Editorial Board of *Genetic Psychology Monographs* with the May number, 1928. V. Borovski and A. L. Schniermann became members of the Editorial Board of the *Journal of General Psychology* with the April number, 1928. K. Kornilov became a member of the Editorial Board of the *Journal of Social Psychology* with the very first issue in February, 1930. I. P. Pavlov, V. Borovski, and A. L. Schniermann each wrote chapters for the *Psychologies of 1930*.

Because of the above official relations, and because I was at that time printing Russian abstracts of all articles in these journals, the Russian delegation to the Ninth International Congress of Psychology, Yale University, 1929, brought me a written invitation from Mrs. Lenin to visit Russia and lecture before the Moscow Academy. Pavlov was the first to inform me that the group had brought the invitation, and that it was written in Russian and in English.

Two or three years ago a member of the diplomatic service of one of the smaller European countries called on me one day and informed me that one of the Russian members of the Editorial Board of one of my journals had been given a public trial, and, though he had not been executed, his knowledge of psychology had undergone a profound change. The diplomat gave me the impression that there might be others later.

⁸ How this practice is to be reconciled with the "unlimited thought control" in an America swept by an anti-Soviet "war hysteria" seems never to have occurred to Comrade Gulia.

Naturally, I was not told the source of such startling information.

A few months ago I received through the Russian Embassy in Washington the first letter of resignation from one of these harassed editors, and shortly afterwards a similar letter from a second editor. Both editors were well known to me, and both men had been guests in my home. Both letters were written as if at gun point, with no trace of acquaintanceship. Both letters were gruff, as if dictated by a professional gangster. Both men asserted bluntly that they had never had any part in the conduct of the journals, that they were not responsible for anything that had ever been published in these journals, and that an announcement of that fact should be made as soon as possible. Between the terrible lines was the almost positive inference that these men were on trial also, and might be executed for some such insult to Stalin as a PhD thesis from one of our leading universities.

In any attempt to evaluate, we must eliminate Pavlov from consideration. At no time was he ever any part of the communist world. He was a relic from an era that had been destroyed, and was a type that could never arise in the communist world of today. These other men had tried to play at the grim game of becoming scientists as the western world understands the term. But at no time were they even close to any such realization. Beginning with the chapters in the *Psychologies of 1930*, and continuing down through the years, at no time was a manuscript from any one of them even close to being a scientific paper. The best of them were without meaning, and the worst of them were ridiculous nonsense.

Why was such a relationship continued for so many years? Ask the mother why she continues association with an unpromising child. Ask the hen why she continues to feed a monstrosity that is not even a chick. But the hatchet-man has come. The play is drawing to a close. When all the world is a stage, what thunder is made with the voices of little men!

CARL MURCHISON
Provincetown, Massachusetts

The last time that I had a direct communication from Osipov was just before our entry into World War II. In 1945 I addressed a cordial letter to him, expressing friendly sentiments for his laboratory in Leningrad, and suggesting that perhaps I could again receive abstracts. He himself did not reply, but some months later I received some abstracts transmitted through official diplomatic channels. No letter or other communication concerning a resignation was ever received. Indeed, the above article contains the first news of Osipov's death in 1947 which has reached this country, at least so far as I know.

The severing of scientific relations with the Soviet psychologists, an action which they are taking, is of particular regret to me since I was first responsible for securing their cooperation when Bekhterev was first appointed an associate editor of the *Psychological Index*, beginning with the volume for 1926. At first the Soviet editors received checks directly from the *Abstracts* in payment for their services. Then at their request payment was made to one of the foreign exchange stores in Leningrad where the sums were held to their credit. Later, also at their request, they were sent American books to the amount of their credits on our books. The heavy hand which is now apparently being laid upon Soviet scientists by their Government and the Party Line contrasts greatly with the situation before World War II.

W. S. HUNTER
Brown University

Psychological Writing, Easy and Hard for Whom?

While engaged in an effort to improve the conventional formats of the typewritten and printed page, the writers were impressed with the fact that the precise meaning of many ambiguous sentences may at once be made clear to a reader if he is given an indication as to which word in a sentence should receive maximum stress or emphasis. (See a forthcoming article in the *Proceedings of the National Academy of Sciences*.) It is apparently possible in the majority of sentences to select reliably the one word which carries what may be called the "peak" stress of the statement. At any rate, many subjects are able to perform this operation in a manner satisfying to themselves and with a consistency which was quite unexpected (to us).

As a somewhat diversionary offshoot to our major endeavors, we decided to investigate the peak stress as a possible criterion of *readability*. We have presented evidence elsewhere "indicating that the ability of the subject to understand a prose passage may be given in quantitative terms by noting which words the subject stresses as important when he reads the passage aloud" (1, 404). A typical experiment may be cited: A group of college freshmen were first given the standardized Nelson-Denny Reading Test. The same students were then given the task of selecting in a series of sentences the one word in each sentence that they would stress the most were they to read the passage aloud. The "correct" word in each sentence—i.e., the word which should, in the opinion of the writers, carry the peak stress—was selected beforehand but known only to the experimenters. Despite this crude procedure, the obtained correlation between the students' scores on the standardized reading test and their scores on the peak stress test turned out to be of about the same order of

TABLE I
Agreement between subjects on peak stress and rank order for readability

Author	Title	Agreement Between Subject on Word of Peak Stress	Rank Order of Books for Readability
Boring and Van de Water	<i>Psychology for the Fighting Man</i>	41.0%	3
Woodworth	<i>Psychology</i>	37.8%	4
Boring, Langfeld and Weld	<i>Introduction to Psychology</i>	49.0%	2
Allport	<i>Personality</i>	56.4%	1
Morris	<i>Signs, Language and Behavior</i>	37.5%	5

correlation as that which is usually obtained between two different standard reading tests.

With this admittedly incomplete but encouraging evidence of the validity of the process, we set forth to employ the idea of peak stress as a criterion of readability, somewhat after the manner of Flesch (2), and with particular reference to the use of the Flesch index of readability by Stevens and Stone (4), whose title incidentally we have borrowed for this article with an added *for whom?* In essence, 20 sections of about 100 words each were selected at equal intervals throughout each of the five psychology books shown in Table 1. Two undergraduate psychology majors, unfamiliar with all aspects of the problem, were then asked to read the 20 sections in each book and, working quite independently of one another, to select the *one* word in each sentence which they would stress the most were they to read that sentence aloud. (No further definition of "stress" was made.)

When the two subjects had completed this task, their results were compared sentence by sentence to determine in how many of the sentences in each book they had agreed upon exactly the same word as carrying peak stress. For comparative purposes, the observed agreements were corrected because of varying sentence length between books. The reported percentages were also reduced in accordance with chance agreement—the assumption in the latter case being that any word in a sentence had an equal chance of being selected by a subject who was merely guessing. Table 1 gives the percentage success between the two subjects in agreeing upon words of peak stress for the five books investigated. Table 1 also gives the rank order of "readability" for these books in terms of these two subjects only.

The (again to us) completely surprising result of this experiment is that in two texts such as Allport's and Boring, Langfeld and Weld's our two subjects se-

TABLE 2
Flesch score and rank order of readability

Author	Title	Flesch Score	Rank Order of Readability
Boring and Van de Water	<i>Psychology for the Fighting Man</i>	3.54	1
Woodworth	<i>Psychology</i>	4.87	2
Boring, Langfeld and Weld	<i>Introduction to Psychology</i>	5.11	3
Allport	<i>Personality</i>	5.99	4
Morris	<i>Signs, Language and Behavior</i>	6.72	5

lected, on the average, exactly the same word for peak stress in every other sentence read by them. Since this performance is absurdly improbable if the task were not highly related to comprehension and since the times spent by the subjects on the five books were approximately the same, we conclude that by the token of peak stress both *Introduction to Psychology* and *Personality* are relatively readable books, at least for the two subjects we happened to use. On the other hand, and again for our two subjects only, the limited vocabulary, short-sentenced *Psychology For the Fighting Man* is not especially readable.

It perhaps is true, therefore, that some materials which at first sight appear to comprise complicated sentence structures, with advanced vocabularies, polysyllabic words and increased length of sentences, may prove to be more easily read by certain classes of readers than material presented in what is now usually regarded as a simpler and more concise style.

There is evidence from other experimental work, as might be expected, that the percentage of agreement between subjects in selecting words of peak stress would be increased if the subjects had been permitted to read the five books in their entirety, i.e., if they had been given the benefit of contextual clues. Further, as one might also expect, there is evidence that rereading of the books would result in still higher percentage agreement between subjects.

There is thus in peak stress, as defined above, the possibility of a rather delicate method which may be applied to the formulation of reading tests, to the investigation of new facets of readability, and particularly to the evaluation of the efficiency of various printed formats as modes of communication.

For comparative purposes we may now refer to the interesting research of Stevens and Stone into the writings of various psychologists. The yardstick which Stevens and Stone applied in making tentative readability evaluations of these writers was the Flesch readability formula, i.e., $\text{Difficulty} = .1338L + .0654A$

$- .0659P - .75$, where L is average sentence length; A is number of affixes per 100 words; P is number of personal references per 100 words.

By Stevens' and Stone's calculations, application of this formula yielded the Flesch scores shown in Table 2 for the same five books which were rated above in Table 1 by what may be designated as the "peak stress" method.

For an accounting of the differences in the ratings for readability as between Tables 1 and 2, it may be suggested that for college majors in psychology reading psychological materials at their own level of interest, longer sentences of more complicated structure and longer words with prefixes and suffixes may result in more comprehension per unit of time for the very reason that the longer sentences, words, and ideas yield on the average greater precision as to meaning than do the simpler modes of expression. *Nota bene* the previous sentence!

To which may be added the following comment of Rosenzweig with reference to the findings of Stevens and Stone.

Simplicity in writing is much to be desired—yes. Long sentences which add only words, affixes which merely signify the professional fixation of their user, and an abstract style which could well be brought to life with personal references—all these are qualities to be deplored. But let us still have long sentences when the thoughts are long, affixes if they save sentences, and even an abstraction or two without benefit of personal reference . . . (3, p. 524).

Certainly "peak stress" is not to be recommended as a measure of readability on the basis of the very limited data reported here. But there seems to be enough validity in the general method to warrant further study. In any event, Stevens and Stone were correct when they asserted that "obviously the last word on readability has not been said" (5).

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WALTER F. DEARBORN
PHILIP W. JOHNSTON
LEONARD CARMICHAEL
Tufts College

APA and Division Elections

This letter was prompted by the following paragraph from the Newsletter of the Division of Clinical and Abnormal Psychology (1952, No. 3).

Last Spring, in spite of the fact that the Divisional membership had increased, the number of nominating ballots returned by the membership declined from a grand total of 227 to a grand total of 154. In the opinion of present and past officers of your division, this represents one of the most serious defects in the membership of the organization, its failure to express its will in relation to its own future leadership.

Membership in any society which is based upon democratic principles involves active participation from each member. In small groups, intimate discussion and planning is not only possible, but practical. As the size of the group increases this practicality decreases, then disappears. It, therefore, becomes necessary for groups to designate certain of their members to represent them in the affairs of the larger organization.

But this does not release the individual from his responsibilities as a member of the group. For when these responsibilities are sloughed off by the individual they must be assumed by someone. Usually this falls to some one of the designated representatives. Over a period of time "George has done it" so well that we "let George do it" all the time. Eventually some individual or group raises the cry that the organization is run by a clique, or that they have no choice in the running of the organization. There are 1135 members of Division 12 who are asleep. They are "letting George do it." And then there are rumblings that things are not as they should be.

Certainly this attempt to arouse the electorate comes too late for the current Division 12 nominations, but it is not too late for the final ballot for APA president-elect and the officers of divisions. If a similar situation obtains in the other divisions or in the entire Association, then we are in a grave situation indeed.

B. MILLER EVES
University of Pennsylvania

It Says Here in Fine . . .

- It is a widespread practice among APA journals (also among non-APA journals) reporting experimental work to use print of a larger and smaller size, the latter presumably for the purpose of conserving space. It is also the habit to assign the smaller size print to those sections of the report which deal with methodology and procedure. I am not aware of the reasons prompting such an assignment, but I feel there are a couple of good arguments against it.

In the first place, whatever operational content the "findings" and conclusions of a reported investigation may have must usually be dug out of the statement on the procedures and methodology. If, for example, faster learning occurred under condition A than under condition B, the precise definitions of "learning" and of the conditions involved must be sought within the fine print. In the broader problem of attempting to analyze the work done in an experimental area, leads are obtained, paradoxes resolved, and insights gained, perhaps more often by recourse to what the various *Es* did in their experiments than to any other information available in their reports. It goes without saying that in order fully to understand the significance of the experimental results, the operations employed including apparatus, handling of Ss, training procedures, and measures and statistics used, need to be thoroughly understood. Yet this necessary task, rather than being encouraged, I am afraid is, quite oppositely, being obstructed by the penalty of small print.

Moreover, it is probably the case that a majority of readers find the introductory and discussion sections of a report of greater intrinsic interest than those parts devoted to methodology. Since these parts are of at least equal importance, it seems that any motivational influence the editors might wield ought to be in the direction of countering rather than emphasizing this natural disposition.

Finally, there is the danger of implying to the newcomer, by what might be taken to be the intimation of authority, that such sections of the experimental report are somewhat less important than those set in larger type.

M. R. D'AMATO
New York University

Psychological Notes and News

Julia Mathews died on December 3, 1951 at the age of 77.

Clark L. Hull died of a heart attack on May 10, 1952 at the age of 67.

His portrait had been presented to Yale University on April 10 in a ceremony commemorating his 23 years of service to the University. The portrait was painted by Deane Keller, professor of painting at Yale, and was presented by Carl I. Hovland on behalf of more than 100 present and former associates and students of Professor Hull. Provost E. S. Furniss accepted the portrait for the University.

Leonard Carmichael, president of Tufts College since 1938, has been appointed Secretary of the Smithsonian Institution, effective next January.

Frank A. Beach has been appointed Sterling Professor of Psychology at Yale University. Professor Beach has been at Yale since 1946.

L. L. Thurstone, Charles F. Grey Distinguished Service Professor of Psychology at the University of Chicago, completed his teaching residence at the end of the Winter Quarter and will move to his new professorship at the University of North Carolina during the summer. He becomes Emeritus Professor at Chicago on October 1, 1952. The Psychometric Laboratory that he organized will be continued in Chicago with Lyle V. Jones as Acting Director. Thelma Gwinn Thurstone leaves her position as Director of the Division of Child Study, Chicago Board of Education, and Research Associate, Department of Psychology, University of Chicago, to become professor in the School of Education at the University of North Carolina in September.

Carl I. Hovland of Yale University was elected to the Board of Trustees of the Russell Sage Foundation at the last meeting of the Board.

W. Leslie Barnette, Jr., director of the Vocational Counseling Center and assistant professor in psychology at the University of Buffalo, is the recipient of a Fulbright Fellowship for lecturing in psychology and vocational guidance in India for

the coming academic year. He will be visiting professor at the Central Institute of Education at the University of Delhi. Part of his duties will consist in the establishment of a vocational guidance center, a pilot project as a preliminary step by the government of India towards the establishment of a series of such counseling centers.

Milton L. Rock has been appointed vice president of Edward N. Hay & Associates, Inc., Management Consultants, Philadelphia, Pennsylvania.

Esther R. Steiner has left her position as personnel psychologist with the New York Fire Underwriters to join the staff of the New York State Labor Department as an employment counselor in the Industrial Division.

J. David O'Dea, formerly on the faculty at Oregon State College and with the Oregon State-Wide Extension System, has been appointed assistant professor of student personnel services, University of Wisconsin, Milwaukee Extension Division. He will begin his duties July 1.

Morris Goodman, formerly with the Lowell VA Mental Hygiene Unit, is now on the staff of the Newark VA Mental Hygiene Unit.

Gordon L. Macdonald resigned as chief psychologist at the Toledo State Hospital, effective April 30, to enter private practice in industrial psychology in Toledo.

Alexander J. Darbes has resigned as instructor in psychology at Western Reserve University to accept the position of director of research in the psychology department of Cleveland State Hospital, Cleveland, Ohio.

John S. Pearson has transferred from his position as supervisor of the Minnesota Bureau for Psychological Services to the position of clinical psychologist at the Rochester, Minnesota State Hospital.

During the past year, the new Department of the Army, Human Resources Research Office has been getting underway. Through an administrative type contract between the Department of the Army and The George Washington University

this office has been established to do research in the areas of Training Methods; Motivation, Morale, and Leadership; and Psychological Warfare. Harry F. Harlow of the University of Wisconsin was instrumental in setting up the contract while he was Scientific Adviser to the Research and Development Board, G-4, Department of the Army. Since August 1951, the new office has been assembling a staff, planning and participating in research projects, and establishing Field Units through the Office, Chief of Army Field Forces. It is planned that some sixty research scientists will be assembled by the end of the summer for the Central Office and the Field Units.

Major staff appointments have been made as follows: Meredith P. Crawford, director, now on duty; Kenneth W. Spence, assistant director of training methods, Washington Office, on leave from The State University of Iowa, to begin August 1; John L. Finan, assistant director for motivation, morale, and leadership, Washington Office, now on duty, on leave from Oberlin College; Carleton F. Scofield, assistant director of psychological warfare, to begin July 1, on leave from the University of Buffalo; Henry J. Schroeder, executive for administration, now on duty. At Army Field Forces Human Research Unit No. 1, James S. Calvin, on leave from the University of Kentucky, is acting as director of research, Stanford C. Ericksen will be on leave from Vanderbilt next year as director of research. This Unit is located at Fort Knox, Kentucky and has primary responsibility for training methods research. Launor F. Carter, on leave from the University of Rochester, is director of research at Army Field Forces Human Research Unit No. 2 at Fort Ord, California. This Unit is concerned with research in motivation, morale, and leadership. It is expected that a third unit will be established for research in psychological warfare.

The Field Units are under the operational control of the Office, Chief of Army Field Forces where Lt. Col. Howard O. Holt is Staff Officer responsible. The whole program is under the direction of the Assistant Chief of Staff, G-1, Department of the Army, under the cognizance of the Human Relations Research Branch, headed by Col. Charles C. Hill, assisted by Major J. Mowbray and Harry W. Braun. This Office coordinates all Human Resources Research in the Department of the Army. The Human Resources Research Office (HumRRO) conducts research by three methods: (a) task force

teams proceed from the Washington Office to Army installations within the United States and overseas to perform specific research missions, (b) field units perform research at the installations where they are located and nearby military installations, (c) subcontracts are written from the Washington Office with universities and private research organizations.

A complete list of staff members for the Central Office and the Field Units will appear in an issue of the *American Psychologist* in the early fall.

Reprinting of the Journal of Projective Techniques. E. M. L. Burchard, president of the Society for Projective Techniques and the Rorschach Institute, Inc., has announced that at a recent meeting of the Executive Committee of the Society, it was decided to reprint the first ten volumes of the *Journal of Projective Techniques*, many issues of which have been out of print for some time. Back issues will be sold at the original price of \$6.00 per volume and may be ordered from the Office of the Secretary of the Society, 609 West 196 Street, New York 34, New York.

The staff of the clinical psychologists of the Jewish Board of Guardians now consists of Leah Levinger, supervising psychologist, Leo Nagelberg, Ruth Ochroch, and Kathryn Werner.

Rohrer, Hibler & Replogle announce the opening of a branch office May 1 in Milwaukee, Wisconsin, with the appointment of Kenneth W. Vaughn, Branch Manager in Charge. Thomas Blackwell joined the organization on March 7 and will eventually be connected with the Dallas office, and Edward J. Keyes joined the company in the New York office on June 1.

Alfred B. Udow has joined the advertising agency of Monroe F. Dreher, Inc., in New York as a partner. He will be director of media and research.

At the University of Oregon, Leona E. Tyler, associate professor of psychology, who has been on sabbatical leave for the academic year of 1951-52 studying in England, will return in June. She has accepted an appointment as visiting professor for the summer session at Stanford University and will take up her regular duties at the University of

Oregon in the fall. **Richard A. Littman**, assistant professor of psychology, has been awarded a Faculty Fellowship for the academic year 1952-53 by the Fund for the Advancement of Education.

Mabel R. Farson was promoted from psychologist to special assistant in charge of psychological services in the school district of Philadelphia, Pennsylvania, as of February 1, 1952.

Robert F. Pearse has been appointed director of the executive selection and development department of the Harold F. Howard Company, industrial and management engineering consultant, in Detroit.

Ira Hirsch has been appointed to the APA Committee on Psychology in Other Professional Schools.

Additional Directory Errors. Since the list published in the April issue of this JOURNAL, the following three corrections have been received:

Page 65. Bures, Charles E. APA membership status should be as follows: *A(40)* 3, 8.

Page 259. Krathwohl, David R. Delete *PhD* 51 (*Dec*).

Page 479. van Saun, H. Richard. Delete *PhD* 51 (*Dec*).

The American Board of Examiners in Professional Psychology announces the scheduling of its fourth written examinations for November 13-14, 1952. These examinations will be given simultaneously at several centers in order to minimize the amount of travel required of any candidate.

Each eligible candidate is being notified individually regarding this examination.

The Board wishes to repeat its policy concerning examination privileges, which was announced in the May, 1951 issue of this JOURNAL.

An eligible candidate holding the PhD degree who is notified regarding his eligibility for two successive written examinations and who does not present himself for either of these examinations will have his candidacy set aside as inactive. His eligibility for future examinations will have to be determined by an additional review of his candidacy, reactivated at his own request, under such additional conditions as the Board shall specify.

Eligible candidates whose baccalaureate degrees were received prior to December 31, 1935, and who present ten years of experience without the PhD degree, who are held for written and oral ex-

amination, are required to take the first written examination scheduled after the Board's final decision in their case, provided that they be given six months' notice in advance of the scheduled time of this examination. This announcement of policy is presented for the information and guidance of candidates in this category who will have received individual notices of their eligibility for this examination. Failure to report for the November, 1952 examination will result in a closing of the candidacy and reconsideration can be given only upon presentation of evidence regarding the completion of the PhD degree.

Questions regarding this examination should be addressed to Noble H. Kelley, Secretary-Treasurer, American Board of Examiners in Professional Psychology, Department of Psychology, Southern Illinois University, Carbondale, Illinois.

Call for Papers, Section I, AAAS. Section I (Psychology) of AAAS will meet December 29-30, in St. Louis. Abstracts should be submitted to the section secretary, Delos D. Wickens, 404 University Hall, The Ohio State University, Columbus 10, Ohio. They should not exceed 600 words excluding title and should include the author's job affiliation along with the name as he would like it to appear on the program. Papers may be submitted by persons who are not members of AAAS. The abstracts should be in the hands of the secretary not later than *September 15, 1952*.

The Committee on Psychotherapy of the APA Division of Clinical and Abnormal Psychology is in the process of forming a library of protocols representing the treatment work of therapists with different orientations. The purpose is to make available to properly qualified persons, in teaching and research in the field of psychotherapy, resources which might not otherwise be available.

The first step in this project is to ascertain what records are now being used and in what form. The records do not necessarily need to be verbatim, although the Committee is especially interested in such recordings. Complete transcripts are also not necessary when representative parts of a course of treatment illustrate a therapeutic process or technique.

Specifically, the Committee would like the following information from all those teaching or doing research in psychotherapy: (a) whether recordings are being made of counseling or psychotherapeutic

contacts; (b) type of recording medium used; (c) type of cases recorded; (d) completeness of case recording; (e) all other pertinent information on patient available and availability of therapist's notes such as his observations, thinking, and conclusions; (f) extent to which either typed scripts or mimeographed material has been prepared on verbatim recordings and other cases not recorded verbatim; (g) willingness to make available to the Committee the original recordings or typed scripts for study, and the conditions for permission to include them in the library. No records would be made available to others without suitable safeguards for the protection of the patient.

Any inquiries or suggestions relative to the forming of such a library of therapeutic protocols should be directed to Robert A. Young, Chairman, Psychotherapy Committee, 38 Beacon Street, Boston, Massachusetts.

The APA Committee on Test Standards, at a meeting in Cleveland on April 27-28, completed a draft of recommendations regarding information to be presented in a psychological test manual. An estimated 165 manhours of work at this session extended drafts previously prepared and revised them in the light of criticism from measurement specialists. The recommendations will be examined by the APA membership during the next year and further revised before presentation to the Council for adoption. To provide members an opportunity to comment, the present draft will be published in the August *American Psychologist*, and discussed in an open meeting during the Washington convention.

The Interamerican Society of Psychology was formed during the International Congress of Mental Health held in Mexico City last December. Officers are Eduardo Krapf, University of Buenos Aires, president; Werner Wolff, Bard College, vice-president; Oswaldo Robles, University of Mexico, secretary; Hernan Vergara, University of Bogota, treasurer; W. Line, Canada, Enrique B. Roxo, Brazil, Carlos Nassar, Chile, Jaime Barrios Pena, Guatemala, associated vice-presidents. The society has a Latin-American office at the University of Mexico and a U. S. office at Bard College.

The purpose of the society is to work toward interamerican cooperation and mutual understanding by means of psychological collaboration on basic scientific, educational, and sociopsychological

issues. Further aims are to organize an interchange of students and teachers, to found a bilingual journal on topical issues and opinion exchange, and to establish a film library. An interamerican library will be established in the Latin-American and the U. S. offices. It will be appreciated if authors would send copies of their work to Dr. Oswaldo Robles, Facultad de Filosofia y Letras de la Universidad de Mexico, San Cosme 71, Mexico D. F.

The annual membership fee is \$5.00. All funds will be used to finance the Congress, to establish an Interamerican Journal of Psychology, and to found the planned film library.

Applications for membership of American psychologists, accompanied by a curriculum vitae, should be sent in triplicate to the vice-president, Dr. Werner Wolff, Bard College, Annandale-on-Hudson, New York.

The Personnel Psychology Association of Northern Ohio has been organized recently. The group consists of 35 alumni and advanced graduate students in the industrial psychology program of Western Reserve University. The purpose of the organization is to discuss problems and ideas in the personnel field. There are no bylaws or dues; the only expense of the group is the mailing of announcements of meetings which is handled by the Personnel Research Institute of Western Reserve University. A majority of the group are in business and industry. The monthly meetings are held in conference rooms of the firms represented.

A committee has been selected by the Society for the Psychological Study of Social Issues to judge the entries of candidates for the Society's Industrial Relations Research Award. The judges are Solomon Barkin, Daniel Katz, Arthur Kornhauser, William F. Whyte, and James Worthy. The Award, a \$500 U. S. Government Bond, will be presented at the September meeting of the APA to the person whose research is judged most valuable as a scientific contribution to the understanding of labor-management relations. Inquiries concerning the award should be addressed to Mrs. Helen S. Service, Assistant Secretary, SPSSI, Department of Psychology, Columbia University, New York, N. Y.

The Proceedings of the APA for 1892-1893—the anonymous brochure that describes the pre-

liminary meeting at Clark in July 1892 and the first and second regular meetings in December 1892 and 1893—may still be presumed to have had these accounts prepared by Jastrow who was Secretary in these years (cf. *Amer. Psychologist*, 1952, 7, 95-97), but it has now become clear that James McKeen Cattell arranged to have this pamphlet published and edited it. See his own statement in *Science*, 1917, 45, 279, or in *James McKeen Cattell: Man of Science*, 1947, II, 339. Cattell became Secretary of the APA in 1894 and began, with the 1894 meeting, the publication of the Proceedings in *Psychol. Rev.*, 1895, 2, 149-172. Always with an anticipatory eye on history, he must first in 1894 have published the accounts of these first three meetings in order that the record might be complete.

The Cornell Social Science Research Center is sponsoring a Field Methods Training Program under a Ford Foundation grant intended to increase research capacity in the behavioral sciences. This program, which began in September 1951, is set up on a two-year basis. Its goal is the establishment of a new type of training course in interviewing and observation for graduate students in social science disciplines. Urie Bronfenbrenner, department of child development and family relationships; J. Dean, department of sociology and anthropology; and W. F. Whyte, New York State School of Industrial and Labor Relations, form the advisory committee and S. A. Richardson is the project director. The training course will be conducted on an experimental basis for the academic year 1952-53. Persons interested in participating in the course should communicate with S. A. Richardson.

The National Society of College Teachers of Education has organized a section on educational psychology as a means of bringing together those who are teaching educational psychology at institutions of various types, ranging from small denominational colleges to large universities. All teachers of educational psychology who are interested in knowing more about the work of this section or in joining it are invited to write to Dr. Harry N. Rivlin, President of the Educational Psychology Section of the NSCTE, Queens College, Flushing, New York.

Predictions of enrollment in institutions of higher education in the fall of 1952 have been made by the Higher Education and National Affairs Bulletin (No. 181) of the American Council on Education. It seems probable that enrollment in 1952 will be slightly lower than in 1951. However, engineering and physical sciences may show an increase, and liberal arts will probably remain about the same as in 1951. After this fall it is predicted that enrollment will gradually increase for about five years, and then will sharply increase until about 1960. These predictions were made on the basis of the following facts: (a) any change of policy of student deferment is unlikely; (b) over half of the entering college freshmen are under 18½ and thus are sure of one year of college and possible future deferment; (c) relatively few of those over 18½ will probably be called during the summer; (d) by next fall 265,000 men will have been discharged and by the following fall there will be an additional 460,000; (e) the birth rate in the U. S. has been steadily increasing since the 1930's; (f) in general, an increasing proportion of the college-age population has been entering college.

A training and research workshop in group leadership and membership skills will be held August 10 to 30, 1952 at the University of Delaware under the joint auspices of the Fels Group Dynamics Center, Temple University, and the Institute of Human Relations of the University of Delaware. Application forms may be obtained from Workshop in Social Dynamics, Fels Group Dynamics Center, Temple University, Philadelphia 22, Pa.

Graduate student stipends at Texas Technological College, Lubbock, Texas. Apply for admission to Registrar's Office. GRE and MAT not required. Tuition: resident, \$25; nr, \$150 a year. No scholarships. Nine counseling assistantships (six women, three men) in residence halls; 14 hours' work; stipend \$810 (plus nr fees for nr students) for nine months. One teaching fellowship; 10 hours' work; stipend \$500 ex. Apply by August 1 to Dr. Lehman C. Hutchins, Head, Dept. of Psych.

The Department of Psychology of Southern Methodist University announces the initiation of the Sol Dreyfuss Memorial Fellowship in Psychology. This Fellowship represents an annual gift of

\$1,500 on the part of Mr. and Mrs. Lawrence Pollock of Dallas, and will be awarded for the first time for the 1952-53 school year. The Fellowship is designed to cover study and research in the field of human relations in industry, and is intended for a student working on the MA degree in the department of psychology. It will require no outside work on the part of the recipient.

Those interested in applying for the Fellowship should write as soon as possible to A. Q. Sartain, Chairman, Department of Psychology, Southern Methodist University, Dallas, Texas.

Graduate assistantships in systems analysis for the academic year 1952-53 have been announced by Tufts College. They are open to men and women with training in mathematics, natural or social sciences, or engineering who are candidates, for a master of science degree. The assistant's time will be devoted to research and study in the Department of Systems Analysis, and both study and research will be carried on at the Naval Research Laboratory, Washington, D. C. Stipend is \$1,600 to \$2,000 with remission of tuition. Inquiries and applications should be addressed to the Dean of the Graduate School, Tufts College, Medford, Massachusetts. Applications must be received by July 1, 1952.

Graduate assistantships, 1952-53, Reading Laboratory and Clinic, University College, University of Florida. Preference given to applicants with training and experience in diagnostic and remedial work in reading and clinical psychology. Duties: 12 hours weekly teaching and clinical work in reading clinic serving mainly college students but some elementary and secondary pupils. Stipend, \$100 per month for 8½ months, plus remission of nonresident tuition of \$175 per semester; remaining tuition is \$100 per year. New students eligible, appointments renewable. Apply to Dr. George Spache, Reading Laboratory and Clinic, 310 Anderson Hall, University of Florida, Gainesville, Florida.

The Post Graduate Center for Psychotherapy, Inc. announces that a new In-Service Training Program for matriculated students is to be instituted. Application forms and information concerning requirements for eligibility may be secured from Mrs. Janice Perry, Registrar, 218 East 70 Street,

New York 21, N. Y., TRfalgar 9-7100. The number of fellowships for 1952-53 is limited. Applications should be filed as soon as possible and *not later than June 15, 1952.*

The Committee on Diagnostic Reading Tests, Inc. will sponsor the annual Work-Conference on Reading at the University of Maryland, July 21-August 1. The conference will be held for students with background in either reading or testing or both who want to improve their skills. It will carry no university credit, but a certificate of attendance will be given upon request. Admission to the conference is limited. Application forms may be obtained from Dr. Frances Triggs, University Counseling Center, University of Maryland, College Park, Maryland.

A guidance workshop to be held July 21-August 21, 1952 is being planned by the office of Guidance Services of the Nevada State Department of Vocational Education, in cooperation with the University of Nevada. Herman J. Peters will be the director. Those interested in further details should write to Sam Basta, State Supervisor of Guidance Services, State Department of Vocational Education, Carson City, Nevada.

Elizabeth Anderson of McLean Hospital, Boston, will give an introductory course in handwriting analysis in the workshop in projective techniques at the New School for Social Research this summer.

The Psychological Cinema Register has recently issued an entirely revised catalog listing 238 films. Copies may be obtained from the Psychological Cinema Register, Audio-Visual Aids Library, The Pennsylvania State College, State College, Pennsylvania.

Notices of vacancies are no longer being printed in the *American Psychologist*. The APA Placement System is now issuing an employment bulletin containing announcements of "situations wanted" and "situations available." This bulletin is described in detail in Across the Secretary's Desk in the May *American Psychologist*. The first issue of the bulletin was mailed to subscribers on May 15. APA members interested in subscribing to the bulletin may obtain information about it by writing to the APA office.

Convention Calendar

AMERICAN PSYCHOLOGICAL ASSOCIATION

September 1-6, 1952; Washington, D. C.

For information write to:

Dr. Fillmore H. Sanford
1515 Massachusetts Avenue N.W.
Washington 5, D. C.

FIFTH ANNUAL MEETING OF THE WORLD FEDERATION FOR MENTAL HEALTH

August 25-30, 1952; Brussels, Belgium

For information write to:

Mrs. Grace E. O'Neill
Division of World Affairs
National Association of Mental Health
1790 Broadway
New York 19, New York

WORLD CONGRESS OF ANTHROPOLOGY AND ETHNOLOGY

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